Research Proposal of the Thesis Entitled

Role of education in cultivating the values of Socially Responsible Interior Design in India

Submitted for the award of the Degree Of

Doctor of Philosophy

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Introduction

> "The highest education is that which does not merely give us information but makes our life in harmony with all existence." - Rabindranath Tagore:

Most of the elements, objects and systems supporting human life are designed to improve the quality of life for the users. The environment we live in, the spaces we inhabit, the furniture and objects we use – altogether create the lifestyle for us. Lifestyle merged with moral, ethical, emotional values creates holistic life. Therefore, the design decisions taken by the community of designers have a significant impact on human life.

Interior design involves creation of all genres of spaces we inhabit. Working with interiors means working at full scale to determine all aspects of objects and environment surrounding the human body hence interior space is intended to support and enhance human activity and experience (Onay, 2017). Dynamism and flexibility is also required in the spaces to cope up with the constantly changing requirements of the users (Balaram, 2013). Design significantly informs a diverse range of cultural forms, processes and social understandings which have historically separated the meaning of 'designing' from 'making' (Sparke 2009). Hence systematic and professional education and training of individuals for becoming designers becomes an important aspect.

Professional education in design involves both the teaching of design-related knowledge and skills, as well as practice under supervision. Indian design education's true challenge lies in addressing the diverse needs of an enormous, developing country. One of the most pressing needs is helping people with design (Balaram, 2013).

Viewing design as an activity that improves the quality of life, the Eameses recommended a sober investigation into those values and qualities that Indians consider important to a good life (Eames, 1958). The concept of thinking and designing for the greater good and beyond personal gains is called Socially Responsible Design (SRD). SRD includes Design activism, Design for development, Design for good, Design for need, Design for social development, Environment friendly design, Human-centered design, public interest design, social impact design, social design, socially responsive design. Inculcation of values that lead students to be socially responsive and responsible can be crucial in order for them to contribute towards designing "good life."

This research aims at understanding the role of formal education in inculcating the value of Socially Responsible Design (SRD) in Interior Design students as a means of enabling designers to think and design for the overall wellbeing of the world around. The concept of social responsibility has been included in formal education by few institutions and individuals as scattered efforts. This research explores the possibilities of inculcating the values of SRD as an integral and consistent part of the holistic education of designers through the methods of systematic literature review, surveys, and interviews.

Review of Literature

- Prem Nath (1972), has emphasized on generating awareness in students about their role in society as a designer. He has analyzed the Indian psyche in its socio-political and historical context and established an inter-dependent relation between the mindsets of the educators in India and their role in shaping the young minds. He advocates that the unit of social change after all is an individual and if the issue is grasped, the changing of society becomes more or less equal responsibility of every socially conscious and thinking mind no matter in what walk of life.

- Ken Friedman (Friedman, 2001) discusses design education in the context of contemporary industrial economy and the major global shifts. Through the discussion of different models of design such as explanatory, expressing, and

working models along with their impact on reality and understanding, the author insists upon the need for designers to tap on the transformative potential of design in molding user behavior and improving the quality of lives. The designers are expected to create value through their knowledge and skills with a keen attention and consideration of the social, political and cultural issues. He has provided an overview of the challenges and opportunities in envisioning the future design education to be responsive to the changing world economy and societal needs.

- Alain Findeli, in his paper "Rethinking Design Education for the 21st century: Theoretical, Methodological, and Ethical discussion" has expressed concerns about the transformations required in the Design education process to address the complexities of the contemporary times. Through his discussion of theoretical frameworks such as interdisciplinary approaches and Human Centered Design, he has emphasized on adapting to teaching methods that enable students to deeply engage with real world problems and generate awareness of the social and environmental impact of their work. The author has emphasized on integration of ethical discussions and concerns into the curriculum to inspire students to become aware of their moral and social obligations and responsibilities. (Findeli, 2001)

- Singanapalli Balaram (Balaram, S., 2005) has described the development of Design Education in India in the social, political, historic and cultural context of the nation. The author has emphasized on the fact that historically and culturally, the Indian society has been very design oriented even in their daily life, yet when it comes to design education in the country, the curriculum and pedagogies are highly dependent on the borrowed ideas of good design from the west. Focusing on the breadth and depth of the contextual knowledge is highly emphasized in the research.

- Darshi Mody (2019) has discussed in detail the multiple parameters and factors guiding the Education of Interior Design in India. In her dissertation, Understanding Indian Interior Design Education: From the Indian Design Professionals; Darshi has derived seven factors of guidance framework such as: 1. Program characteristics, 2. Professional skillset development, 3. Cross-design discipline know-how, 4. Design

discipline knowledge, 5. workshop and technical resources, 6. Faculty academic and professional qualifications, 7. practice opportunities to be included in curriculum design and program conducting process in order to make the academic training of Interior Design students more meaningful, professionally relevant, and in the direction of holistic wellbeing of the world around them.

- Sanjeev Bothra (Bothra, 2019) in his doctoral research, has investigated if the contemporary design education programmes/institutions in India impart values of socially responsible design as articulated in their mandates or mission/vision statements. Through content analysis of the mission/vision statements, survey results obtained from the students and faculties of various design institutions across India and open-ended interviews about the pedagogical implementations, and reflections of the curriculum content; he has concluded that the intent expressed through mission/vision statements of the leading institutes does not translate in their curricula and pedagogical approaches. This conclusion suggests that the values of socially responsible design are not effectively taught in design education; at the same time opening up an opportunity to explore how it can be achieved more effectively.

  Where Prem Nath (1972) highlights the role of design education in shaping socially conscious individuals, emphasizing that social change begins with the individual and that educators play a crucial role in fostering this awareness, Ken Friedman (2001) and Alain Findeli (2001) stress the need for integrating social, political, and ethical considerations into design education. Similarly, authors such as Singanapalli Balaram (2005), Darshi Mody (2019), and Sanjeev Bothra (2019) discuss the importance of grounding design education in cultural and social contexts, while adapting pedagogical practices, intent, and curriculum design for a more effective translation of values into education. Collectively, these perspectives raise the question and highlight the gap in understanding how education addresses value building.

  The following authors have discussed the importance of Socially Responsible

Design in Interior Design.

- Victor Papanek (Papanek, 1971) - the pioneer of the concept of "Socially Responsible Design" in the world; in his revolutionary book, "Design for the real world: Human Ecology and Social Change"; introduced the concept of social, ethical and moral responsibilities of designers and the critical role of design for the wellbeing of the society for the first time. Through the lens of Industrial and product Design, Papanek emphasized on training designers to develop an attitude of thinking for the social, global and environmental wellbeing over personal gains. He discussed the concepts of 1. Interdisciplinary Collaboration, 2. Need for innovative and alternative design approaches, 3. Human-Centered Design, 4. Inclusive and Accessible Design as important inclusions for designers.
  This resource sets the ground for the research establishing the need and importance of Social Responsibility as an avoidable and integral part of a designer's profile.

- Margolin duo (Margolin & Margolin, 2002) created a framework that emphasizes social issues and wellbeing as a leading factor of design rather than market oriented and aesthetic centric design. The framework - "Model of Social Design" brought into consideration the aspects of Human-Centered Approach, Collaboration and Interdisciplinary Work, Sustainability and Responsibility, Problem-Solving and Innovation, Inclusivity and Accessibility, Community Empowerment, Evaluation and Iteration as important entities of design process.

- In her research, Rachel Cooper (Cooper, 2005) has explored the concept of Socially Responsible Design through the method of case studies to demonstrate some examples of process of design-decision making and practice. With an emphasis on inculcation of ethical responsibilities in design education, the research suggests fostering Social Responsibility in students to be able to understand the social impact of their decisions. The research advocated getting involved in real-world projects and focuses on adapting a holistic approach in the decision-making process.

- The authors (Cipolla, C., & Bartholo, R. (2014) aim to explore and define a

dialogical approach to Socially Responsible Design. The point of view presented in this research is to encourage the designers to work collaboratively with stakeholders in their local communities and engage in developing and co-creating solutions that have a meaningful impact on the designers as well as the community rather than focusing on problem solving in isolation.

- Sami N, Mahmoud A, (Sami N, Mahmoud A, 2015), in their research have discussed the importance of teaching "sustainability" to the future designers. The focus of the research is on sustainability in Interior Design. The research has demonstrated in depth the concept, principles, philosophies and objectives of sustainability along with the regulations of sustainable design along with clearly stated Do's and don'ts for designers. The research has identified 1. Interior space, 2. Space and function, 3. Materials, and 4. Furniture as the primary sector for implication of regulations of sustainable Interior Design. As a conclusion of the research, a new course "Sustainability for Interior Design" has been proposed with an emphasis on generating awareness and educating the designers and end users about the sustainable ways of practicing Interior Design.

- The research (Rashdan, 2015), explores the significance of sustainability in interior design, emphasizing the need for designers to adopt sustainable solutions to reduce the consumption of natural resources and minimize environmental damage. The author has directed towards the barriers hindering the implementation of sustainable design practices and highlighted the importance of sustainable interior design solutions in creating healthy environments. The research has looked into the role of education in promoting sustainable design concepts and recommends collaboration among designers, associations, and firms to develop specific standards for sustainable interior design.

Together these works have highlighted the importance of social responsibility in interior design, emphasizing the need for educating designers on various aspects of sustainable practices to reduce environmental impact and promote healthy environments, Moral and ethical responsibilities, socio - cultural impacts along with human - centeredness of design. Together, these works underscore the critical role

of socially responsible design in addressing both ethical and sustainability challenges in interior design and provide the scope for in depth study.

- Denise A. Guerin, Jo Ann Asher Thompson (Guerin D, Thompson J, 2004), in their research" Interior design education in the 21st century: An educational transformation" emphasize on the need for a transformative shift in Design Education as the profession of Interior Design has evolved more from an aesthetic perspective to functional perspective and responsive to human needs and sensitivities. The key changes suggested in the Interior Design education involve education to be more interdisciplinary, focused on human behavior, sensitive to global and cultural perspectives, evidence based with research as an integral part of the design process.

- "Humanizing design through narrative inquiry" is an interesting example of exploring integrated narrative as a unique method of teaching the more intangible, human-centered issues of professional practice. Students were asked to formally integrate narratives at three stages of programming, conceptualization, and presentation. The involvement of narrative (storytelling) methods proved to have evoked the humane aspect of the design decision making process for students as demonstrated by the author. 'A content analysis of the written reflections of the students revealed that designing with stories resulted in a transformative learning experience that encouraged a deeply humanized design process by nurturing empathy, enhancing multi-sensory conceptualization and visualization, and facilitating holistic designing. (Danko S, 2006)

- In the chapter, Design methods in Design for value (Vermaas P, Hekkert P, Manders-Huitsa, et al., 2014); the authors investigate how contemporary design methodologies can incorporate moral values into the design process. They emphasize on the distinction between user-driven and designer-driven methods, along with the dimensions of user perspective and social perspective of the design decisions. They focus on specific methods of Vision in Product Design and Social Implication Design methods, and address designers' responsibilities and

transparency while creating products with moral implications.

- In the book Perspectives on Social Sustainability and Interior Architecture: Life from the inside, the authors have discussed various themes (Smith, D; Lommerse, M; Metcalfe, P; 2014) which can be incorporated in the Design education curricula, pedagogy and academic approaches such as, Integrating Community Engagement to encourage students to work on real-life projects while engaging the community to develop sensitivity towards their needs and aspirations. Similarly, other themes include Fostering Cultural Sensitivity, Promoting Interdisciplinary Collaboration, Encouraging Innovative Thinking, Developing Ethical Frameworks, and Utilizing Reflective Practices to inspire students to reflect on their own decisions in the light of the cultural, social contexts and evaluate the impact of their decision on the world around.

- An Interior Design academic project was conducted to see the transformation in the attitude of students towards poverty and homelessness. As demonstrated by Joan Dickinson (Dickinson, J., 2015) in his paper, through the methods of survey questionnaires and one-to-one interaction with real-world clients and community interactions, students were observed to have increased levels of empathy and a positive change of attitude towards the poor and the homeless. The results of the project also described the joy of working and satisfaction and rewarding feeling expressed by the students suggesting an appropriate methodology for inculcating awareness, empathy and sensitivity amongst the Interior Design students.

The relationship between socially responsible design and interior design education is centered on transforming design practices to prioritize human needs, empathy, and societal impact. Guerin and Thompson (2004) stress the shift from aesthetic to functional, human-centered design, advocating for interdisciplinary approaches and research-based education. Danko (2006) emphasizes narrative inquiry to evoke empathy and humanize the design process, while Vermaas et al. (2014) explores methods for incorporating moral values into design decisions. Smith et al. (2014) advocate themes like community engagement, cultural sensitivity, and ethical

frameworks to inspire students. Dickinson (2015) demonstrates that real-world community projects foster empathy and social awareness in students, showing how socially responsible design can be embedded into interior design education.

- Nur Ayalp (Ayalp, 2013) emphasizes on attaining sustainability as an obligation for designers rather than a choice in contemporary times. The author advocates that sustainable design is a multidimensional approach that incorporates social, cultural and environmental aspects to create spaces that cater to human needs as well as ensures ecological balance and social equilibrium. To enhance the well-being of individuals as well as the planate; it is important that designers consider the long-term impact of their choices and actions on the environment and society. The author has made recommendations of using sustainable materials, achieving energy efficiency, monitoring indoor environmental quality and carbon emissions, water conservation, waste reduction, practice of Biophilic Design, increasing community engagement along with education and awareness amongst clients and all stakeholders in the process as important means of sustainable Interior Design.

- Linhares T, Pereira A (Linhares T, Pereira A, 2017) aimed at identifying ways to evaluate environmental impact of buildings and interactions with Interior Design practice. Through the literature review method, the research has mainly focused on guidelines given by LEED and ReGreen to identify impactful aspects of interior design practice such as 1. understanding the importance of Sustainable Practices: 2. Focus on Energy Efficiency, 3. Consideration of Materials, 4. Life Cycle Assessment (LCA), 5. Educational Role. Interior designers being educators of sustainable practices has been emphasized through the research suggesting the importance of sustainable practices for Interior Designers.

- Ayman Fathy Ashour (Ashour A, 2020) has discussed the importance and integration of responsible design solutions as a logical and sequential process to create healthy, functional and comfortable designs without compromising the aesthetic appeal or the basic project needs, budget and schedule. The research emphasizes a methodological change proposed by and in the United Nations General

Assembly from 2005 to 2014 [28, 29]. Change from problem approach to systems approach in design where designers act in a system rather than create isolated design solutions promoting the culture of interdisciplinary practice and holistic approach in the design process.

- Anna Maria Pohl (Pohl, 2021), in the paper "Social Responsibility in the Education of Designers" reflects on several initiatives coordinated by the author and undertaken by the Faculty of Design at the Academy of Fine Arts in Katowice within recent years which were carried out with the principle of Social Responsibility. The research resulted in identification of the important values for their academic orientation demonstrated as 1. Responsibility - the ability to anticipate the results of educational, artistic, and design activities. 2. Commitment to high quality: Achieving intended goals with commitment and professionalism. 3. Progress: Expanding skills through self-reflection, interdisciplinary thinking, and crossing borders and divisions. 4. Tradition: Building the new on the solid foundation of the old. 5. Interdisciplinary thinking: Connecting and utilizing expertise from various areas. 6. Openness: Readiness to learn from the world and share with others, courage to introduce changes and take risks.

- With the purpose of incorporating SRD in education, experts have developed few academic models over a period of time. Each model has a different and specific purpose and pedagogical approach that inspires the students to have an attitude of being responsible as a designer. This derivation of models and the division demonstrated below is based on the study published by Y. Mai (Mai, 2021), titled "Implement and teach Responsible Design: The Development of a Framework of Responsible Design Practice." The models of implementation and toolkits for Socially Responsible Design are divided into three types – theoretical, practical, and combined.

Type	Model	Developed by	Year
Theoretical Models	The Social model	V. Margolin and S. Margolin	2002
	Double Diamond Model	Design Council	2011
	Model of Responsible Research and Innovation (RRI)		
	Teaching Interdisciplinary Environmental Responsibility (TIER)	Bohem	2015
	Organization based model – incorporating Corporate Social Responsibility	Koo	2016
	A design process model - Extended Design process	Hernandez and Goni	2020
Practical Frameworks	The Value-Sensitive Design process model	Friedman, Kahn and Borning	2002
	Human Centered Design Model – H(Hear) C(Create) D(Deliver)	IDEO	2015
	DDD model (Discover, Definition, Application)	Ozkaramanli	2017
	The Locale Model	Bissett-Johnson and Radcliff	2019
Combined approach	Framework of Responsible Practice - (Conceptual + Practical)	Y. Mai	2021

Table: developed by author form the source (Mai, 2021)

- In the article Sustainable and Responsible Design Education: Tensions in Transitions (Boehnert, J.; Sinclair, M.; Dewberry, E. 2022), the authors have emphasized on making Socially Responsible Design as an integral mainstream content of Design Education. They have mentioned six principles of Responsible Design (Longborough Responsible Design Research Group, 2021) to be - Ethical, Pluriversal, Planet Centric, Decolonial, Transdisciplinary and Optimistic. They stress the significance of engaging with sustainability literacies, critical and transformative learning, transdisciplinary knowledge, and critical design thinking in

design education. Through a reflection on their experiences and case studies, they have illustrated the complexities and opportunities in promoting sustainable and responsible design practices within educational settings and suggested some threshold concepts to channelize the transformative potential of Socially responsible Design education in shaping the futures for good.

- Elisabet M. Nilsson and Anne-Marie Hansen (Nilsson & Hansen, 2022) have explored the possibilities of creating impact through appropriate activities of value cultivation in their respective academic settings in order to understand how to go from knowledge to action. Taking activities from an Open Educational Resource for Teaching Values in Design and conducting experiments in design programmes, they have demonstrated the teaching methods for educators of creating conditions for students to develop skills and competencies for addressing and working with values. The research concludes with an important observation upon how teachers can be agents of change and have the potential to stimulate a sense of responsibility and professional identity in design students through their pedagogical approaches.

- Designers should analyze interior materials from their inception to their disposal, and work to reduce adverse effects on the environment by using renewable, locally manufactured, and long-lasting, durable materials. They should study the potential of recycling or repurposing processes, and approach a cradle-to-cradle concept that recognizes the environmental consequences of a building's entire life cycle (McDonough and Braungart)

- Anna Pujadas has suggested the dimension of care and more humane approach should be included as an integral part of the design process. (Pujadas Anna, 2022). Through the method of storytelling, the author suggests that the complexities of human life can be expressed and understood. He has presented examples of designers and organizations who have incorporated inclusive design and designing for a better social world to demonstrate how care can be operationalized in design practices.

Various authors have demonstrated the need, methods and experiments that include values of Socially Responsible Design as an integral part of the Interior Design profession. These sources further lead to a gap in the research to explore the possibilities of making values of Socially Responsible Design as an integral part of the education process as well which enables the students to become responsible practitioners.

Identification of research gap

With ever increasing societal, environmental issues in a rapidly transforming world, the future designers need to be prepared to deal with the real needs and pain points in the society around them. Values such as empathy, inclusiveness, working beyond personal gains for the greater good etc. need to be cultivated in interior designers.

Similar research in the allied fields of product design, fashion design, interaction design and graphics design has been carried out by researchers and significant research has been done in reference to the aspect of sustainability in interior design, however, the importance and implementation of the value of socially responsible design as an integral aspect of an interior designer's profile / personality has remained as an unattended territory for research. Hence this research attempts to bring that spot under the light and emphasize on the timely need for interior design as a profession to adapt the value of being socially responsible. Many institutes have courses and projects related to Social Design, Design for wellbeing in their curriculum in a scattered and inconsistent manner. The need for a cohesive inclusion of values of Socially Responsible Design throughout the curriculum is required.

Aim

The aim of the research is to explore formal education as an important means of value cultivation in Interior Design students.

Objectives

1. To analyze the importance of education in character building, thinking and overall

personality of Interior Design students.

2. To understand the concept of Socially Responsible Design practice and its necessity, implications and impact.
3. To explore the correlation between the education process and the value of social responsibility for interior designers.
4. To propose suggestions for imparting the values of Socially Responsible Design as an integral part of interior design curricula.

Rationale

A designer's profile is considered to be a cohesive outcome of three main aspects: Knowledge base, Value base and Skill base (Ranjan, 2003) which translates into the three stages of an actual process as conceptualization, design development and execution.
Understanding of the correlation between education process and the values of Socially Responsible Design will help creating a framework for inculcating social responsibility at all levels of education process to enable the students to be able to imbibe the aforesaid values more holistically and take it forward in their designs all throughout from conceptualization to execution.

Research Questions

1. How does education of Interior Design contribute to value cultivation?
1. What is the impact of Socially Responsible Interior Design on Society?
2. How is Interior Design education related to the value of Social Responsibility ?
3. How can Socially Responsible Design be holistically included in Interior Design Education?

Methodology

1. Literature Review
    - Problem statement
    - Literature Review

- Research gap
- Aim and objectives

2. Research Design
    - Systematic Literature Review for identification of values of SRD
    - Database preparation for Interior Design programs and SRD
    - Conduct survey based on appropriate sampling techniques
    - Shortlisting institutes based on independent and dependent variables

3. Data Collection
    - Identification of courses offering SRD
    - Identified values and offered courses
    - Conduct interviews based on shortlisting

4. Analysis of Results
    - Narrative analysis

5. Conclusion
    - Suggestions for including SRD cultivation as an integral part of all stages of education

6. Final Documentation

Expected Outcome

1. An overview of how interior design education is conducted in India
2. Identification of ideas, pedagogical approaches and impact of Socially Responsible Design
3. The exploration of correlations between SRD and ID education will open up possibilities for interventions
4. Guidelines - Important for academic policy making, curriculum design and pedagogical decisions.

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